



# PROGRAM SPONSOR ALERT

Date: December 28, 2010

Number: 10-21

Subject: *New Mathematics Instructional Certificate and  
Mathematics Instructional Leadership Specialist  
Credential Program Standards*

## Summary

This notice is to alert all interested parties that on September 30, 2010 the Commission on Teacher Credentialing approved a proposal that revised the standards for, and renamed the Mathematics Specialist Credential to become a *Mathematics Instructional Certificate* and to create a second level authorization, *Mathematics Instructional Leadership Specialist Credential*. Included in this PSA are the links to the adopted standards and to the Handbook for Teacher Educators.

## Background

In response to a request from the Commission, staff prepared a series of agenda items addressing mathematics education, student learning of mathematics in California, and the preparation for earning the different authorizations for teaching mathematics in California's public schools, PreK-12. With this information as background, the Commission focused its discussion on one potential option that could assist current teachers of grades PreK-8 mathematics: having access to the services of a Mathematics Specialist credential holder to provide support and assistance to both students and teachers.

The Commission charged the executive director to convene an advisory panel of mathematics teaching specialists, both those in the classroom and those who prepare individuals to teach mathematics, and charged the panel with the task of reviewing "...the need for and, if necessary, propose authorizations and program standards for a Mathematics Specialist Credential.

The Teaching Mathematics Advisory Panel (TMAP) quickly came to agreement that although multiple subject teachers of mathematics have at least a basic level of knowledge and expertise regarding teaching mathematics, there is a pressing need to provide additional support to teachers

by increasing access to mathematics teaching expertise on a consistent basis, especially at the elementary and middle grades levels. The panel felt that access to expertise in mathematics would best be accomplished by updating the former mathematics specialist credential program standards so that more mathematics specialists could be available statewide to support classroom teachers. As the panel refined its thinking about the needed changes and updates to the mathematics specialist credential, it determined that a structure that parallels the current, nested structure of the reading certificate and reading specialist credential would be appropriate in the area of mathematics.

### **Mathematics Instructional Certificate (MIC)**

A MIC holder is required to complete advanced preparation and fieldwork in both mathematics content and the pedagogy of mathematics above and beyond what is required for the multiple subject teaching credential. In addition, the authorization recognizes that some teachers would have the prerequisite math content mastery to obtain a certificate that would go through but not beyond the level of mathematics typically taught in PreKindergarten through Pre-Algebra, whereas other teachers might possess the math content that would authorize the teaching of mathematics PreKindergarten through Algebra I. That means that MIC holders might have slightly different authorizations based on their mathematics content knowledge.

The MIC authorizes its holders to work individually or in groups of children from PreK to pre-Algebra (or Algebra I depending on mathematics proficiency) and is analogous to the Reading and Literacy Certificate in that it will provide training in assessing and remediating students' difficulties learning mathematics. Teachers holding this authorization would be considered "Highly Qualified" for the purpose of the federal No Child Left Behind Act.

### **Mathematics Instructional Leadership Specialist Credential (MIL)**

The MIL requires, for admission to the program, completion of the MIC, or an equivalent, and will provide a higher level of specialized skills that will allow an individual to, not only provide support to teachers, but also to provide leadership at the K-12 level with respect to the teaching and learning of mathematics.

The changed admission requirements, authorizations, and name of the Mathematics Instructional Certificate and addition of the Mathematics Instructional Leadership Specialist Credential require amendments to the regulations. The regulation development process has been started, with draft regulations expected to go to the Commission at its January 2011 meeting. It is expected that the process will be completed in spring 2011. Until the regulations are approved, no Mathematics Instructional Certificates and Mathematics Instructional Leadership Specialist Credentials may be issued. But, the Commission is prepared to begin work with institutions interested in developing approved programs at this time.

### **Next Steps**

Commission staff is beginning the process to amend the regulatory language that exists relative to the Mathematics Specialist Credential to address both the *Mathematics Instructional Certification* (MIC) and the *Mathematics Instructional Leadership Credential* (MIL).

## **Program Standards**

- Mathematics Instructional Certificate and Mathematics Credential Program Standards <http://www.ctc.ca.gov/educator-prep/standards/mathematics-specialist.pdf>

## **Submission Handbook**

- A Handbook for Teacher Educators and Program Reviewers: Mathematics Instructional Certificate and Mathematics Credential Program Standards <http://www.ctc.ca.gov/educator-prep/tech-assist.html>

## **References**

- Teaching Mathematics web page: <http://www.ctc.ca.gov/educator-prep/math-specialist.html>

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